Title of Instructional Materials: Holt MacDougal Geometry

Grade Level: Geometry

Summary of Holt MacDougal Geometry

Overall Rating: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** This book does a good job of covering all the bases and allowing students to think both inductively and deductively. One of the better geometry textbooks.	Important Mathematical Ideas: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Almost all of the big ideas are well-developed and easily evident.
Skills and Procedures: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Adequate practice problems, including proofs and constructions.	Mathematical Relationships: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Concepts are interrelated and applied in unique situations.

1. Make sense of problems and persevere in solving them.	
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

2. Reason abstractly and quantitatively.	
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits o creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

3. Construct viable arguments and critique the reasoning of others.	
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

4. Model with mathematics.	
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

5. Use appropriate tools strategically.	
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

6. Attend to precision.	
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

7. Look for and make use of structure.	
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 °— 8 equals the well-remembered 7 °— 5 + 7 °— 3, in preparation for learning about the distributive property. In the expression $x2 + 9x + 14$, older students can see the 14 as 2 °— 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

8. Look for and express regularity in repeated reasoning.	
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x2 + x + 1)$, and $(x - 1)(x3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.1** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.2**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.3**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.4**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.5**	Important Mathematical Ideas: ☐1 ☐2 ☒3 ☐4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☒2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Specify a sequence.	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.6**	Important Mathematical Ideas: ☐1 ☐2 ☒3 ☐4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Predict the effect?	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.7**	Important Mathematical Ideas: ☐1 ☒2 ☐3 ☐4 Skills and Procedures: ☐1 ☒2 ☐3 ☐4 Mathematical Relationships: ☐1 ☒2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.8**	Important Mathematical Ideas: ☐1 ☒2 ☐3 ☐4 Skills and Procedures: ☐1 ☒2 ☐3 ☐4 Mathematical Relationships: ☐1 ☒2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.9**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.10**	Important Mathematical Ideas: ☐1 ☐2 ☒3 ☐4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.11**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.12**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Congruence*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.CO.13**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Similarity, Right Triangles, and Trigonometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.SRT.1a**	Important Mathematical Ideas: ☐1 ☒2 ☐3 ☐4 Skills and Procedures: ☐1 ☒2 ☐3 ☐4 Mathematical Relationships: ☐1 ☒2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Similarity, Right Triangles, and Trigonometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.SRT.1b**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Similarity, Right Triangles, and Trigonometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.SRT.2**	Important Mathematical Ideas: ☐1 ☒2 ☐3 ☐4 Skills and Procedures: ☐1 ☒2 ☐3 ☐4 Mathematical Relationships: ☐1 ☒2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Similarity, Right Triangles, and Trigonometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.SRT.3**	Important Mathematical Ideas: ☐1 ☒2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☒2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Similarity, Right Triangles, and Trigonometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.SRT.4**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Similarity, Right Triangles, and Trigonometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.SRT.5**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Similarity, Right Triangles, and Trigonometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.SRT.6**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Similarity, Right Triangles, and Trigonometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.SRT.7**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Similarity, Right Triangles, and Trigonometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.SRT.8**	Important Mathematical Ideas: ☐1 ☒2 ☐3 ☐4 Skills and Procedures: ☐1 ☒2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Similarity, Right Triangles, and Trigonometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.SRT.9(+)**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Similarity, Right Triangles, and Trigonometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.SRT.10(+)**	Important Mathematical Ideas: ☐1 ☐2 ☒3 ☐4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Similarity, Right Triangles, and Trigonometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.SRT.11(+)**	Important Mathematical Ideas: ☐1 ☐2 ☒3 ☐4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Circles*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.C.1**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Circles*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.C.2**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Circles*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.C.3**	Important Mathematical Ideas: ☐1 ☐2 ☒3 ☐4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Circles*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.C.4(+)**	Important Mathematical Ideas: ☐1 ☐2 ☒3 ☐4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Circles*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.C.5**	Important Mathematical Ideas: ☐1 ☐2 ☒3 ☐4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Expressing Geometric Properties with Equations*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.GPE.1**	Important Mathematical Ideas: ☐1 ☒2 ☐3 ☐4 Skills and Procedures: ☐1 ☒2 ☐3 ☐4 Mathematical Relationships: ☐1 ☒2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Expressing Geometric Properties with Equations*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.GPE.2**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Missing	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Expressing Geometric Properties with Equations*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.GPE.4**	Important Mathematical Ideas: ☐1 ☐2 ☒3 ☐4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Expressing Geometric Properties with Equations*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.GPE.5**	Important Mathematical Ideas: ☐1 ☐2 ☒3 ☐4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Expressing Geometric Properties with Equations*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.GPE.6**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Expressing Geometric Properties with Equations*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.GPE.7**	Important Mathematical Ideas: ☐1 ☐2 ☒3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Geometric Measurement and Dimension*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.GMD.1**	Important Mathematical Ideas: ☐1 ☐2 ☒3 ☐4 Skills and Procedures: ☐1 ☐2 ☒3 ☐4 Mathematical Relationships: ☐1 ☐2 ☒3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Geometric Measurement and Dimension*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.GMD.3**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Geometric Measurement and Dimension*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.GMD.4**	Important Mathematical Ideas: ☐1 ☒2 ☐3 ☐4 Skills and Procedures: ☐1 ☒2 ☐3 ☐4 Mathematical Relationships: ☐1 ☒2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Modeling with Geometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.MG.1**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Modeling with Geometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.MG.2**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Modeling with Geometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **G.MG.3**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☒4 Skills and Procedures: ☐1 ☐2 ☐3 ☒4 Mathematical Relationships: ☐1 ☐2 ☐3 ☒4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Conditional Probability and the Rules of Probability*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **S.CP.1**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Conditional Probability and the Rules of Probability*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **S.CP.2**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Conditional Probability and the Rules of Probability*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **S.CP.3**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Conditional Probability and the Rules of Probability*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **S.CP.4**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Conditional Probability and the Rules of Probability*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **S.CP.5**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Conditional Probability and the Rules of Probability*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **S.CP.6**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Conditional Probability and the Rules of Probability*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **S.CP.7**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Conditional Probability and the Rules of Probability*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **S.CP.8(+)**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Conditional Probability and the Rules of Probability*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **S.CP.9(+)**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Using Probability to Make Decisions*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **S.MD.6(+)**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Using Probability to Make Decisions*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **S.MD.7(+)**	Important Mathematical Ideas: ☒1 ☐2 ☐3 ☐4 Skills and Procedures: ☒1 ☐2 ☐3 ☐4 Mathematical Relationships: ☒1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Geometry Textbook Evaluation Rubric Grades for HOLT MACDOUGAL GEOMETRY

Standards for Mathematical Practice

Standard	*Chapter/Section/Page*	*Summary/Justification/Evidence*	*Missing/undeveloped*	*Rating*
1. Make sense of problems and persevere in solving them.		ACTIVITIES / INVESTIGATIONS	CONSISTENT FOCUS	2
2. Reason abstractly and quantitatively.		ACTIVITY + MODELING		4
3. Construct viable arguments and critique the reasoning of others.		PROOFS, ERROR ANALYSIS	~~ERROR~~	4
4. Model with mathematics.		PROBLEM SOLVING APPS		4
5. Use appropriate tools strategically.		CONSTRUCTIONS, PATTY PAPER, TECH.		4
6. Attend to precision.		CONSTRUCTIONS, PROOFS		4
7. Look for and make use of structure.		PROOFS, INVESTIGATIONS	MORE STUDENT-LED CONCLUSIONS	3
8. Look for and express regularity in repeated reasoning.		PROOFS, ACTIVITIES	OVERSIGHT EVAL. REASONING	3

* PROBLEM-SOLVING APPROACH

Geometry Textbook Evaluation Rubric Grades for Holt McDougal Geometry

Geometry Standards

#	Chapter/Section/Page	Ideas	Skills	Relat	Summary/Justification/Evidence	Missing/undeveloped	Rating
G-CO.1	1.1, 1.3, 3.1, 9.2	4	4	4	CLEAR DEFINED		4
G-CO.2	1.7, 7.6, 12.1-4, 12.7	4	4	4	PATTY PAPER, CONSTRUCTIONS		4
G-CO.3	12.5	4	4	4	LINE & ROTAT SYMMETRY		4
G-CO.4	12.1-3	4	4	4	WRK-DEFINED W/ PATTY PAPER		4
G-CO.5	1.7, 12.1-4	3	3	3	DRAW NEW FIGURE, DRAW LINES OF REFL.	SPECIFY A SEQUENCE	3
G-CO.6	4.1A, 12.1-2	4	4	4	4.1A - DEFINE ≅	PREDICT THE EFFECT?	4
G-CO.7	4.1A, 12.1, 7.3	2	2	2	ISOMETRY DEFINED, 1 EX. IN ACTIVITY	ISOMETRY NOT CLEARLY LINKED TO ≅'s	2
G-CO.8	4.4 LAB, 4.4-4.5	2	2	2	ACTIVITY & CONSTRUCTION	NOTE TO RELATE MOTION	2
G-CO.9	2.7, 3.2, 5.1	4	4	4	SOME PARAGRAPH, SOME STMTS		4
G-CO.10	4.2, 4.8, 5.3	3	3	3	FLOWCHART, STMTS/REASONS	CONNECTED W/ PROOFS	3
G-CO.11	6.2 & 6.4	4	4	4	MOSTLY STMT/REASONS		4
G-CO.12	1.2, 1.3, 3.3 LAB, 3.4 LAB, ETC.	4	4	4	CONSTRUCTIONS, FORMAL, SOFTWARE		4
G-CO.13	6.1 LAB, PG. 378 #36	4	4	4	INCLUDES FURTHER CONSTRUCTIONS & ☐'s		4
G-SRT.1a	7.2A, 12.1, 7.6	2	2	2	PG. 496 EX. 2	USES, BUT NOT EXPLAINED	2
G-SRT.1b	7.2A, 12.1, 7.6	4	4	4	EXPLAINED & USED		4
G-SRT.2	7.2 - 7.4, 7.3 LAB	2	2	2	DEF. SIMILAR POLYGONS	TRANSFORMATIONS	2
G-SRT.3	7.3	2	3	2	AA	~ TRANSF.	2

#	Chapter/Section/Page	Ideas	Skills	Relat	Summary/Justification/Evidence	Missing/undeveloped	Rating
G-SRT.4	5.1, 5.7 + Extension, 7.4	4	3	4	Variety of Proofs	Proof of T.P.T.	4
G-SRT.5	4.4-4.6, 7.3-7.4	4	3	4	Proofs + Apps	Weak on Apps.	4
G-SRT.6	8.1-8.2 LAB, 8.2	4	4	4	Lab Leads In To Trig		4
G-SRT.7	8.2A	4	4	4	Cofunctions + Extended Probs.		4
G-SRT.8	5.7-5.8, 8.3-7, pg. 364	2	2	3	8.4-Angles of Elev + Dep.	Limited Apps	2
G-SRT.9	pg. 613	4	4	3	Connect To Trig	Separate From Lesson	4
G-SRT.10	8.5	3	3	3	Walk Thru Sings, Students Prove 1 of Cos.	Formal Proofs	3
G-SRT.11	8.5	3	3	3	Surveying, Orienteering	Sparse Apps	3
G-C.1	7.2A	4	4	4	Ex. 3 - Uses Transformations		4
G-C.2	11.1, 11.4-11.6	4	4	4	Prove + Apply		4
G-C.3	pg. 313 #39, 11.4, pg. 778 #38	3	3	3	Const. Limited to 2 Probs., Students Proof	Focus on Const. Develop Proof	3
G-C.4	pg. 779 (11.4)	3	3	3	Complete Construction	Separate From Lesson	3
G-C.5	11.3, 11.3A	3	3	3	Radian Derived In Extension	"Constant of Prop." Seems Confusing	3
G-GPE.1	11.7	2	2	2	Distance	Complete Sq.	2
G-GPE.2	—						NA
G-GPE.4	4.7, pg. 275, 313, 319, 434	3	3	3	Mostly Reserved For Challenge Probs.	More Integration	3
G-GPE.5	3.6 + 3.6A	3	3	3	Proofs In 3.6A, pg. 195 #37-40	Examples	3
G-GPE.6	7.6A	4	4	4	Ex. + Practice		4
G-GPE.7	9.4	3	4	4	Used To Estimate Odd Shapes	Limited App.	4
G-GMD.1	9.2, 10.6-7	3	3	3	Area, Pyramid	Cylinder + Cone Implied	3

#	Chapter/Section/Page	Ideas	Skills	Relat	Summary/Justification/Evidence	Missing/undeveloped	Rating
G-GMD.3	10.6 - 8	4	4	4	Decent # of Apps	Could use more	4
G-GMD.4	10.1	2	2	2	10.1 Ex. 3+4 - Cross	No Rotation	2
G-MG.1	All Over	4	4	4	Problem Solving		4
G-MG.2	10.6	1	1	1	Weight	No Real Density	1
G-MG.3	403, 433 Ds. 311, 313, 317, 318, 336, 360,	4	4	4	Variety		4
S-CP.1							
S-CP.2							
S-CP.3							
S-CP.4							
S-CP.5							
S-CP.6							
S-CP.7							
S-CP.8							
S-CP.9							
S-MD.6							
S-MD.7							

Alg. 2

Reviewed By: ___

Title of Instructional Materials: H - M c

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

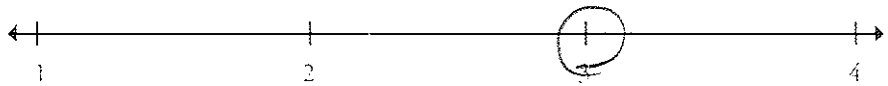
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

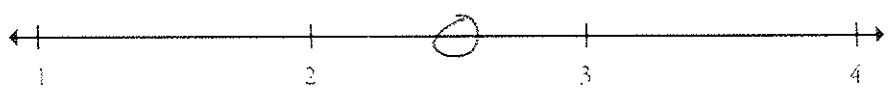
Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

PRETTY ORDINARY

Overall Rating



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Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

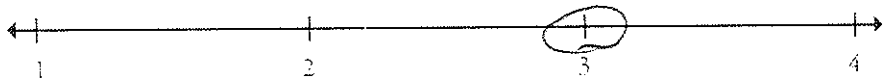
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

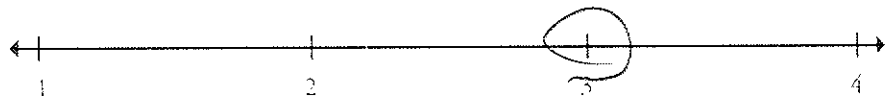
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

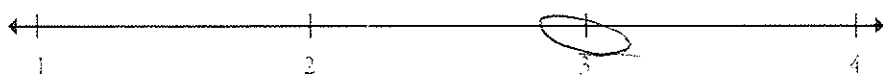
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

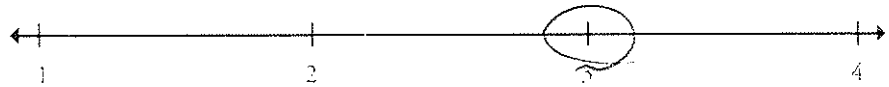
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

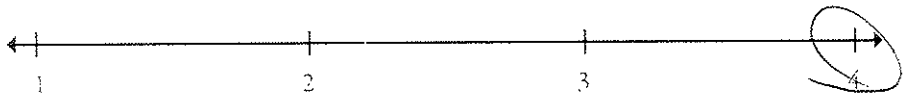
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

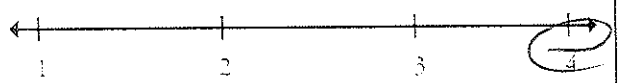
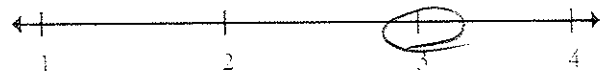
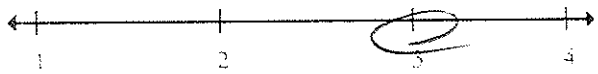
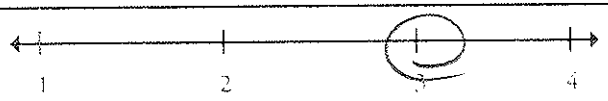
Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

GEOMETRY — GEOMETRY (G)

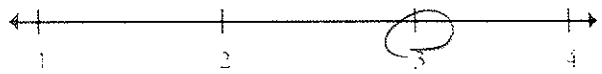
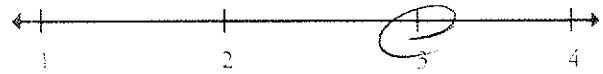
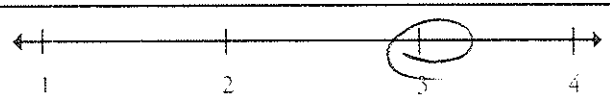
Congruence (G-CO)

Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 1-1, 1-3, 3-1, 9-2	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Title of Instructional Materials: H-Mc

GEOMETRY — GEOMETRY (G)

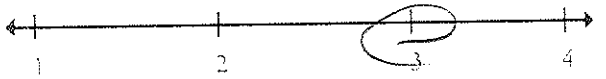
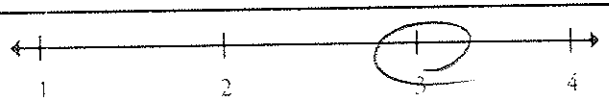
Congruence (G-CO)

Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 1-7, 7-6	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Title of Instructional Materials: H - Mc

GEOMETRY — GEOMETRY (G)

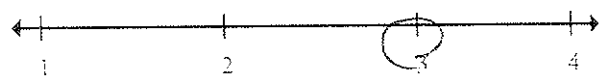
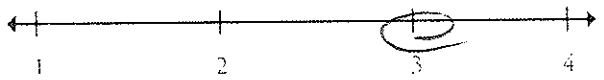
Congruence (G-CO)

Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 12-1 TO 12-4	Important Mathematical Ideas Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Title of Instructional Materials: H - Me

GEOMETRY — GEOMETRY (G)

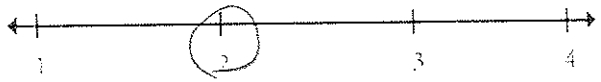
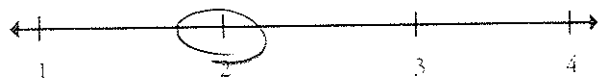
Congruence (G-CO)

Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 12.1 – 12.4	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Title of Instructional Materials: H - Ma

GEOMETRY — GEOMETRY (G)

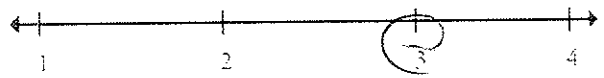
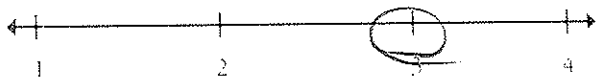
Congruence (G-CO)

Experiment with transformations in the plane.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 1.7, @ 12.1 – 12.4	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** NOT ENOUGH ON COMP. OF TRANS. Overall Rating 

Title of Instructional Materials: H-Mc

GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

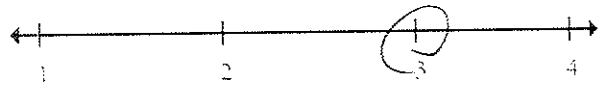
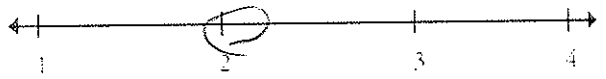
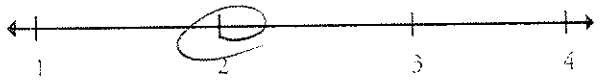
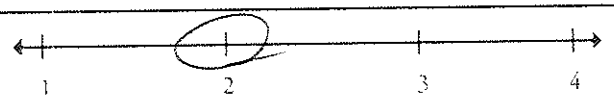
Understand congruence in terms of rigid motions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. Note: Build on rigid motions as a familiar starting point for development of concept of geometric proof. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 4.5, 12-1-12-3	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By:

Title of Instructional Materials: 7-Ma

GEOMETRY — GEOMETRY (G)

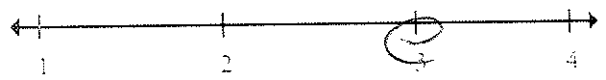
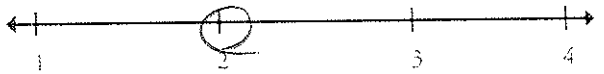
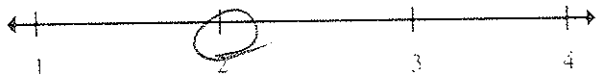
Congruence (G-CO)

Understand congruence in terms of rigid motions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. Note: Build on rigid motions as a familiar starting point for development of concept of geometric proof. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 4, 6	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** DEF AS DEF IN STANDARD IS LACKING Overall Rating 

Title of Instructional Materials: H - Mc

GEOMETRY — GEOMETRY (G)

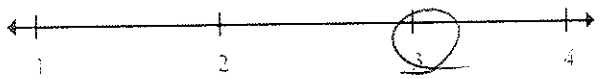
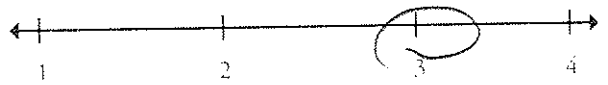
Congruence (G-CO)

Understand congruence in terms of rigid motions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. Note: Build on rigid motions as a familiar starting point for development of concept of geometric proof. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 4.4 – 4.5	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Title of Instructional Materials: H - Mc

GEOMETRY — GEOMETRY (G)

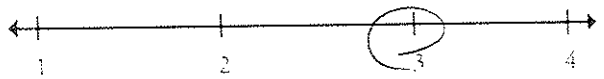
Congruence (G-CO)

Prove geometric theorems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.9 Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.* Note: Focus on validity of underlying reasoning while using variety of ways of writing proofs. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 2-7, 3-2, 5-1	Important Mathematical Ideas Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Title of Instructional Materials: H - Me

GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Prove geometric theorems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.10 Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.* Note: Focus on validity of underlying reasoning while using variety of ways of writing proofs. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 4-2, 4-8, 5-3, 5-4	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating

Title of Instructional Materials: H - Me

GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Prove geometric theorems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.11 Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.* Note: Focus on validity of underlying reasoning while using variety of ways of writing proofs. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 6-2, 6-4,	Important Mathematical Ideas Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating

GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Make geometric constructions.

G-CO.12

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*

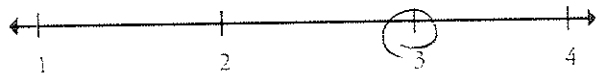
Note: Formalize and explain processes.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

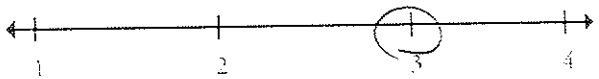
THROUGHOUT BOOK

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

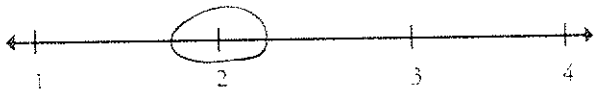
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

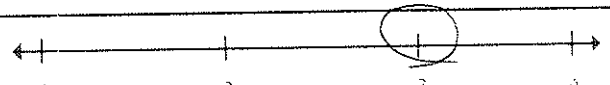


Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating

GEOMETRY — GEOMETRY (G)

Congruence (G-CO)

Make geometric constructions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
G-CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. Note: Formalize and explain processes. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** 6 - 1	Important Mathematical Ideas Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence** O.K. PRESENT & EXPLAINED & DEVELOPED **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** NONE Overall Rating